

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

14802 W Wigwam Blvd, Goodyear, AZ 85338

Agua Fria Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06 Highly Performing
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Dennis Runyan
Schedule : 07:00 AM to 04:00 PM
Grades : 9-12
Web Address : www.aguafria.org
Phone Number : (623) 932-7200
Fax Number : (623) 932-7204
E-mail : drunyan@aguafria.org

Mission

Millennium students will develop life, academic and technological skills which they will utilize to become contributing members of a democratic society and to have opportunities to continue their education beyond High School.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status ^(b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To integrate reading and writing into the teaching/ learning process so all students meet and/or exceed reading and writing proficiencies. To help students gain skills to advance to post-secondary educational opportunities.
- ü To integrate mathematical concepts, problem solving and critical thinking into the teaching/learning process so all students reach and/or exceed math proficiencies. To help students prepare for post-secondary educational opportunities.
- ü To ensure a rigorous and relevant curriculum so students can aspire to personal goals and career options including post-secondary training.
- ü Increase the academic rigor through AP teacher training and additional academic course offerings.

Enrollment

October 1, 2005 School Year Student Enrollment : 1630
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 79

Instructional Programs

- ü Advanced Placement/Honors Classes
- ü School-to-Work Opportunities
- ü Technology-based Learning/Culinary Arts
- ü Career Awareness, Integrated Instruction
- ü Agriculture/Teaching Professions/Dance
- ü Tutoring/Mentoring Programs
- ü College Credit/Concurrent Enrollment
- ü On-site Special Education/EAP Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We provide a safe environment with high expectations for learning, diversity, a respect for self and others, and proficiency of academic standards. We communicate honestly and ethically with parents concerning their child's educational plan and progress.

Parents

Parents should adhere to policies, rules and regulations regarding their child's education. Guidance, encouragement of regular attendance, communication with school staff, and involvement in their child's education will provide support for success.

Transportation Policy

Bus transportation is provided for students who live more than 1.5 miles from campus. The safety and welfare of students is the first consideration. Evacuation drills are conducted regularly for both lock-down and release procedures.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü \$3.4 Million in Scholarships to the Class of 2005	2005
ü 47% of Student Body on Honor Roll	2005
ü Westside IMPACT Teacher Award	2005
ü National Merit Commended Scholars	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	385	1203	71130	100	96	95	707	697	701	19	23	23	11	14	13	52	51	51	18	12	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	173	584	35465	99	96	96	709	699	702	14	20	21	12	17	13	58	52	53	17	11	13
Male	212	618	35648	100	96	94	705	696	701	23	26	24	10	12	12	48	50	50	18	12	14
African American	26	118	3868	96	93	95	691	688	686	15	23	33	19	23	17	65	52	45	NA	3	6
Hispanic	115	491	25103	100	96	95	693	687	685	31	31	34	10	16	16	48	47	45	10	6	5
Asian/Pacific Islander	18	48	1805	100	98	98	740	736	731	NA	NA	9	6	4	7	33	50	50	61	46	34
American Indian/Alaskan Native	NC	15	4241	NC	94	90	NC	682	679	NC	40	39	NC	13	19	NC	33	39	NC	13	3
White	225	531	36075	100	98	95	714	706	715	15	17	12	11	11	9	55	56	58	20	16	21
Students with Disabilities	18	69	5862	100	63	71	646	651	658	89	74	63	11	14	15	NA	9	20	NA	3	2
Students without Disabilities	367	1134	65268	100	99	98	710	700	705	16	20	19	11	14	12	55	54	54	19	12	15
Limited English Proficient Students	NC	57	4859	NC	97	93	NC	655	662	NC	74	64	NC	12	15	NC	12	20	NC	2	1
Migrant Students	NC	NC	786	NC	NC	95	NC	NC	681	NC	NC	38	NC	NC	18	NC	NC	41	NC	NC	4
Economically Disadvantaged	58	325	22957	100	93	93	683	683	685	31	34	34	19	19	17	45	42	44	5	5	5
Non-Economically Disadvantaged	327	878	48173	100	98	96	711	703	709	17	19	17	9	12	11	54	54	55	20	14	18

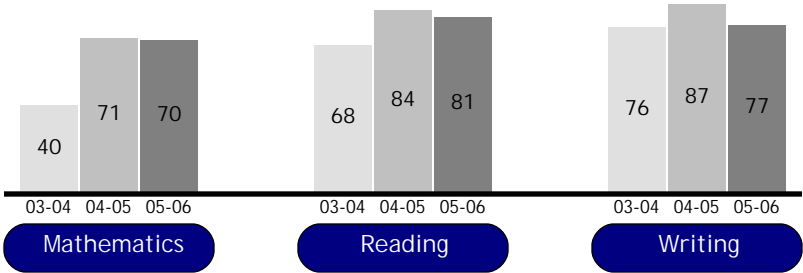
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	389	1249	73018	100	100	97	714	702	703	4	7	6	15	22	23	71	65	64	10	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	172	600	36181	99	100	97	723	707	708	3	5	4	9	21	21	76	67	65	13	8	9
Male	216	648	36816	100	100	96	708	696	699	5	9	7	19	24	24	68	63	62	8	5	7
African American	27	126	3976	100	100	96	693	690	689	11	10	8	19	26	29	67	60	59	4	5	3
Hispanic	117	516	25801	100	100	96	699	687	683	7	10	10	22	30	34	64	56	53	7	4	3
Asian/Pacific Islander	17	48	1812	94	98	98	725	726	722	NA	NA	3	6	10	15	76	77	66	18	13	16
American Indian/Alaskan Native	NC	15	4389	NC	100	93	NC	684	675	NC	27	9	NC	27	42	NC	47	47	NC	NA	1
White	226	544	37024	100	100	97	724	716	721	2	3	2	11	15	12	75	73	73	12	9	13
Students with Disabilities	21	103	7170	100	92	85	646	647	654	19	27	23	62	53	47	19	17	29	NA	2	1
Students without Disabilities	368	1146	65848	100	100	98	718	706	708	3	5	4	12	19	20	74	69	67	11	7	9
Limited English Proficient Students	NC	59	5099	NC	98	95	NC	639	641	NC	37	29	NC	49	59	NC	14	12	NC	NA	0
Migrant Students	NC	11	817	NC	100	96	NC	650	667	NC	27	15	NC	45	44	NC	27	39	NC	NA	1
Economically Disadvantaged	59	349	23912	100	98	94	678	678	681	19	14	10	24	34	36	58	50	52	NA	1	2
Non-Economically Disadvantaged	330	900	49106	100	100	98	721	711	714	1	4	4	13	17	16	74	70	69	12	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	390	1236	72810	100	99	96	699	683	685	5	7	6	18	26	30	66	62	58	11	5	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	173	599	36111	99	99	97	711	694	695	2	5	4	12	20	23	71	68	65	16	7	8
Male	216	636	36678	100	98	95	689	674	674	7	9	9	24	32	36	63	56	52	7	3	3
African American	27	126	3962	100	100	96	700	682	675	NA	9	8	15	23	33	85	67	55	NA	2	3
Hispanic	118	514	25735	100	99	96	681	672	669	9	9	10	25	35	41	58	53	48	8	3	2
Asian/Pacific Islander	18	48	1809	100	98	97	715	708	704	NA	NA	4	11	8	19	72	83	65	17	8	13
American Indian/Alaskan Native	NC	13	4370	NC	87	92	NC	665	670	NC	23	9	NC	23	39	NC	54	50	NC	NA	2
White	225	535	36915	99	98	97	706	693	697	4	5	3	16	21	21	68	67	67	13	7	8
Students with Disabilities	21	89	7071	100	79	84	624	621	634	29	35	24	52	46	53	19	18	21	NA	1	1
Students without Disabilities	369	1147	65739	100	100	98	703	688	689	4	5	4	16	25	27	69	65	62	11	5	6
Limited English Proficient Students	NC	60	5046	NC	100	94	NC	610	621	NC	37	31	NC	53	56	NC	10	12	NC	NA	0
Migrant Students	NC	11	812	NC	100	96	NC	634	654	NC	18	15	NC	64	51	NC	18	34	NC	NA	0
Economically Disadvantaged	58	339	23814	98	95	94	669	664	667	14	12	10	29	37	41	53	50	47	3	1	2
Non-Economically Disadvantaged	332	897	48996	100	100	97	704	691	693	3	5	4	16	22	24	68	66	64	12	6	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	94	48	NA	42	96	56	50	51	99	65	56	52
	Language	94	48	44	42	96	54	48	50	99	61	54	50
	Mathematics	94	64	60	63	96	56	50	50	97	61	54	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 25 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü School, Parent, Community Relations
- ü School Improvement Goals
- ü School Safety Issues/School Climate
- ü Student, Staff Recognition
- ü Volunteer Coordination
- ü Curriculum/Instruction

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	88.00
Other Professional Staff	6.60	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	7	0	0
4 to 6 years	10	8	0	1
7 to 9 years	4	5	0	0
10 or more years	13	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	330
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- ü Media Center/Computer Labs/CISCO/CAD
- ü Culinary Arts Lab/Ag Barn
- ü Observatory/Fine Arts Center/Auditorium
- ü Dance Studio/Career Center

Extracurricular Activities

- ü Athletics
- ü FFA/Key Club/Interact/M.E.C.H.A.
- ü Student Leadership/Nat'l Honor Society
- ü Art Club/Astronomy Club
- ü Drama/Speech/Dance/Choir/Marching Band
- ü Advanced Cultural Enrichment (ACE)

Social Services

- ü Counseling/Crisis Intervention
- ü KEYS Program
- ü Parent/Community Volunteers
- ü Health Services
- ü Breakfast and Lunch Programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Millennium students' AIMS scores in reading and writing match or exceed the state average. During the most recent testing cycle MHS was ranked Highly Performing for the first time.
- ü Millennium students, with their parents, counselors and teachers, select required and elective courses based on the students' career goals. Expanded opportunities allow students to concurrently enroll at EMCC, earning college and high school credit.
- ü Millennium continues to look toward increasing the number of AP courses available, and the number of students enrolled in these advanced offerings. During the 2006 - 07 we are participating in an AP audit of classes.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	90	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Millennium promotes a safe, positive learning environment. Campus security is provided; Goodyear School Resource Officers afford law-related education; emergency drills are practiced; and a closed campus is maintained throughout the school day.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Dennis Runyan	(623) 932-7200
Transportation Policy	John Schmadeke/Denise Escobedo	(623) 932-7000
Community Resources	Candice Reid	(623) 932-7040
School Nutrition Programs	Bob Singleton	(623) 932-7000
Parent Organization	Jill Anderson	(623) 932-7200
Student Health/Nurse	Ms. Inez Munoz	(623) 932-7200

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.